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ABSTRACT

This study explored how interns in an elementary Professional Development School (PDS) learning community experienced supervision through collegial interactions, conversations, co-teaching, and collaborative reflection with multiple mentors. Each intern was supervised by a Professional Development Associate who provided supervisory support for the professional development of the interns and mentor teachers during the internship. Data collection involved participant observation, field notes, document analysis, and four semi-structured individual interviews. Data analysis revealed that multiple mentor teachers directly shaped the supervisory experience of the interns over the course of the year. Diverse mentors offered interns different ways and differing perspectives on learning to teach. In response, interns filtered, interpreted, and negotiated these complex interactions. The synergistic power of emerging supervisory relationships between the PDS community members afforded interns spaces to shape and reshape their provisional understanding of learning to teach. Findings depicted a supervisory process that entailed multiple opportunities for collaborative relationships between those who were planning to teach and those inducted into the profession. Participants' deep commitments enabled interns to feel connected and cared for. (Contains 70 references.) (SM)

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Symposium

Reconceptualizing Supervision for the Professional Development School Context

American Educational Research Association

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Abstract

Embedded in the framework of a Professional Development School (PDS) culture, this paper explores how interns in a learning community experienced supervision through collegial interactions, conversations, co-teaching, and collaborative reflection with multiple mentors. The PDS community is a transformative learning forum in which empowered novice teachers articulate and examine their self and teaching beliefs, and analyse their classroom practice. Through a process of multiple mentoring, interns raise their voices, explore multiple perspectives, and question, monitor, and adjust their teacher thinking and behaviour. Within the amoebic confines of a safe and supported collegial environment, interns create personal meanings of their supervisory experiences.

Current initiatives are examining how creating and sustaining learning communities of teachers enhances success for our increasingly diverse school student population. During the 1990's the shape of teacher educational practices has changed, creating a new mindscape about how best to prepare teachers. Given the growing teaching experiences of interns in a Professional Development School culture, what is the impact of nurturing such a community for preservice teachers? The study explores how supervisory practices generated by a PDS community provided interns with a framework for making sense of their beliefs about teaching and classroom practice.

It may be useful to state that this paper is not intended to provide a comparison between supervision in a traditional student teaching setting and that emerging in the context of the PSU-SCASD Professional Development School program. My intention here is to offer ways of thinking about a process of supervision that is illustrated by newly emerging understandings of mentoring practices portrayed by preservice teachers living this PDS experience. This mindscape for understanding supervisory practice is based on the images and assumptions that underlie the educational purposes of learning to teach and teaching to learn in a Professional Development School program: developing interpersonal and working relationships for novice and experienced educators, undertaking genuine problem-solving skills to work toward common goals, developing a shared vocabulary, and understanding how using inquiry to analyze teacher thinking and behaviour assists teachers shape schooling experiences for children that enhance success.

Goldberry's (1998) portrayal of the "idiosyncratic rather than generalizable (among the participants) nature and benefits of involvement in supervision" (p. 444) highlights the need for research to focus on in-depth exploration of how particular supervisory functions are embedded in context. In response, this research examined the process communal supervision nurtured within the context of a Professional Development School (PDS). The existing PDS literature points to the need to deconstruct the interns' yearlong experiences if we are to understand and recreate that experience for others. The multifaceted and convoluted nature of this internship demands that researchers seek to understand the impact of such experiences on the preparation of preservice teachers. The following questions frame the exploration. How do interns portray and understand mentor teacher supervision? What does this process look like from the intern's perspective?

Studies show that teacher learning communities provide opportunities for individual teachers to interact, develop norms of collaboration, inquiry and experimentation, thus fostering the establishment of a shared culture (Barber, 1992; Barth, 1990; Dewey, 1916; Little & McLaughlin, 1993; Rosenholtz, 1989). Such groups are forums for practitioners to probe deeply into instructional practice, prying at the very core of professional and personal values and identities. As teachers inquire into their classroom practices, reflective transformation is initiated in response to contextual issues and concerns. McLaughlin and Talbert (1993) scaffold Rosenholtz's profferation. When "experienced teachers had opportunities for collaborative inquiry and its associated learning, the result was a body of wisdom about teaching that could be widely shared" (Hord, 1997, p. 12). "When teachers engage in the process of generating knowledge about their own teaching, their teaching is transformed in important ways. They become theorists articulating their intentions, testing their assumptions" and wonderings, "and finding connections" and contradictions in their teaching practice (Cochran-Smith & Lytle, 1991, p. 55).

Paradoxically, as educational advocates espouse the notion of community in schooling and champion the urgent need to foster learning communities, such communities are rarely envisioned for prospective teachers. Research on teacher learning communities has predominantly reported on communities of experienced rather than novice or preservice teachers (Achinstein & Meyer, 1998, Gimbert & Nolan, 1998; Tabachnich & Zeichner, 1991; Wells, 1994).

The promotion of school cultures of collegial and collaborative reflective practice offers a potent process for enhancing the power of group supervision towards professional growth and educational change. Rosenholtz in Firth and Pajak (1998) suggests that teachers develop new conceptions of their work through collegial interaction during which "new aspects of experience are pointed out with fresh interpretation" (p. 280). When teachers engage in the process of generating knowledge about their own teaching, "their teaching is transformed in important ways. They become theorists articulating their intentions, testing their assumptions" and wonderings, "and finding connections" (Cochran-Smith & Lytle, 1990, p. 8) and contradictions in their teaching practice. The extension of this reasoning is implicit in a collaborative supervisory approach. Collegial conversation promotes reciprocal reflection that enables practitioners to make explicit old and new patterns of thinking and behaviour. Personal theories of practice are opened for examination through another set of lenses, encouraging teachers to consider alternative perspectives. This paper forges links between the fields of reflective supervision, teacher education and mentoring, and preservice preparation in a Professional Development School culture.

The integration of communal supervision and teacher inquiry within a Professional Development School (PDS) culture may provide practitioners with a teacher-directed framework, a propitious paradigm for understanding and making sense of their daily teaching practice as they establish a *consensual domain* (Garman, 1986). According to Garman (1987) clinical supervision, as professional practice, is a "potentially powerful vehicle for helping teachers think about and plan instructional improvement" (p. 156) for building an educational community of life-long learners. An aspect of the supervisory relationship is the development of inquiry skills as the participants collaborate. Garman (1982) discusses the consensual domain as a theory of learning, "as it exists for a social community of cognition" (p. 205). She claims that we must do more than think about establishing a nurturing relationship of support. Garman premises clinical supervision can be effective only if we understand the need for a consensual domain to be part of the practice.

> Consensual domain goes beyond the one-to-one interaction of two individuals. It involves a community consensus, a home, for the practice of clinical supervision (p. 206).

Nolan and Francis (1992) purport group supervision "as a function, not a role," a collaborative and inquiry-focused process, "the primary aim of which is learning about and improving teaching" (p. 55). Group participants subscribe to the belief that understanding practice through questioning instructional processes and fostering student learning are the outcomes of group supervision.

> "Given the research on cooperative learning and teacher collegiality, we hypothesize that if supervision were carried out as a group process in which the supervisors and teaches were

interdependent in achieving group and individual goals, the process of supervision would become more effective in helping teachers learn about and improve their teaching" (p.56).

It is worthwhile to note that although I have drawn on selected research from the voluminous and historical supervision scholarship, the unit of analysis is the individual intern's conception of supervision. The paper focuses on what supervision looks like from the perspective of interns engaged in a yearlong PDS internship and how interns make sense of mentor teachers' supervisory practices offered within the PDS community.

Research Methodology

Context of the PDS Community

The establishment of two professional development schools in 1998-99, and the further addition of two other elementary schools in 1999-2000 was the culmination of a six-year planning program centered on nurturing relationships between the State Area School District and the Pennsylvania State University. This partnership grew from the shared vision of an initiating group of faculty and administrators from this university, and principals and teachers from this school district. The members of this community believed that their collaborative efforts could result in better teacher preparation opportunities for preservice teachers and enhanced learning environments for the children in the public school system of this area.

In this second year, 1999-2000, 27 interns applied for the opportunity to complete 30 credits of coursework in mathematics, science, social studies/literacy education and classroom learning environments, as well as 27 credits of student teaching with an emphasis on inquiry-embedded experiences. Each intern was selected through an application and interview process, which involved teaming administrators, teachers and university personnel. The final intern-mentor teacher matching process was done through consensual agreement among the mentor teachers. The focus on elementary education undergraduates is unique among the models of PDS partnerships. The internship calendar follows that of the school district - interns attend school on the first teacher day in August and follow through until the last teacher day in June.

The Penn State Elementary and Kindergarten Education Conceptual Framework undergirds the work required and completed by undergraduate education majors at Penn State. By the end of the internship, the intern must be able to demonstrate competency in each area of the outcomes framework: Planning and Preparation for Learning with Understanding; The Act of Teaching: Facilitating Learning with Understanding; Reflection of Teaching for Understanding; and Maintaining Professional Responsibilities. Interns are introduced to the Conceptual Framework and its relationship to completing the internship prior to the school year. Interns utilize the conceptual framework throughout the internship to develop web-based portfolios charting their growth and development, as well as to set goals for their learning. Three-way goal setting conferences (intern, mentor teacher, and professional development associate, hereon known as PDA) are conducted at least three times during the year. The conceptual framework also provides foci for journaling and the collaborative creation of an I.I.P. (Intern's Individualized Plan) by the intern, mentor teacher, and PDA. Interns follow and modify their own unique I.I.P. to ensure their growth and development in all areas of the conceptual framework (Dana, Silva, Gimbert, Tzur, Zembal-Saul, Sanders, and Mule, 2000).

Additionally, at the heart and mind of the internship is an explicit infusion of teacher inquiry. Throughout the internship, mentor teachers and teacher educators from Penn State join with prospective teachers to inquire about practice it the PDS community. Four inquiry themes: inquiry into self, community and context, children's thinking and ideas, and self as teacher and teaching practice drive the PDS curriculum. Interns participate in reflective writing and collective conversations that focus on the inquiry-embedded nature of these themes. In the second semester of the internship, each intern completes an inquiry project that focuses on pedagogy, a particular child/children, teaching practice, or some aspect of the curriculum.

Role of the Professional Development Associate (PDA)

Each intern is supervised by a Professional Development Associate (PDA). The role of the PDA is to provide supervisory support for the professional development of the interns and the mentor teacher during the internship. In this case, PDAs visit the school sites daily, conducting observations of the interns, spending time in the classroom with the mentor teacher, intern, and children and, when asked, co-teaching with the mentor and/ or intern. In serving as a resource for the professional development school community, a PDA on occasions may teach the class providing release time for the mentor and intern to co-plan, and engage in collegial conversations focusing on inquiry. General responsibilities include: guide the interns to actualize the objectives and goals of the methods course and student teaching components of the elementary education program; coordinate the intern journal; conduct intern observations; make known professional development opportunities for intern and mentor; meet with the building interns weekly and the mentor teachers monthly; facilitate the inquiry process; and plan and conduct seminars with the other PDAs for all the interns in the PDS program (Dana, Silva, Colangelo, Gimbert, & Duque, 1999). Under the guises of this role, the PDA helps shape a teaching/learning environment that nurtures a model of reflective supervision, the process of which is driven by the intern, in consultation with the mentor teacher. My PDA role was to facilitate collective conversation and collaborative reflection to enhance the professional growth of the intern.

Educative experiences require a PDA's deliberation and intervention. How could I foster conversations with interns about learning to teach and teaching to learn that were 'respectful, inclusive, and democratic?' (Brookfield, 1995). I acknowledged this question to be one that needed in-depth consideration during this study. Being immersed in the research process reminded me of the words of Paulo Freire, reiterated by Brookfield (1995), " you can never start with your own agenda as an educator; you must always start from people's own definition of their needs" (p. 44).

To create a space for interns to make sense of themselves and their teaching practice in a learning community creates an incongruous scenario. This may considered analogous to student-directed learning. Teacher educators are required to acknowledge their realm of responsibility for interns' growth, and simultaneously the lack of control over it. Some would describe this as 'a leap of faith.' Dewey (1910) reminds us of the importance of experiential learning and Schon (1983) describes teaching and mentoring as necessarily involving monitoring ongoing practice and making adjustments. In monitoring each intern's progress, I was aware of my somewhat contradictory PDA supervisory responsibilities: to assist interns to self-analyse their transitory teaching identities and emergent practices in productive and nurturing ways, and to assess (collectively with the intern and the mentor teacher) their teaching performance. In

the cases of two of the five research participants, I was ultimately responsible for allocating a student teaching grade.

Role of the Researcher

The experience of being an educational researcher in a PDS culture has greatly informed my thinking and impacted my teaching practice. The role the researcher played in exploring the mentoring community was one of participant observer. As such, I "entered the world of the people I wished to study, got to know them and earned their trust, while systematically keeping a detailed written account of what was heard and observed" (Bogan & Biklen, 1998, p. 3). Experiencing being a member of the learning community necessitated the participant aspect of my researcher role. My challenge was "to combine participation and observation so as to become capable of understanding the learning community experience as an insider while interpreting the experience from an outsider's perspective" (Patton, 1990, p. 207).

My espoused platform of teachers' professional growth lies within the framework of inquiry, and focuses on: practitioners' roles in professional development, differentiated choice and learning opportunities for teacher development, the use of reflective supervisory practices, collegiality, and the need to provide teachers with ongoing assistance and support to sustain changes in their daily classroom practices (Fullan, 1991; Gitlin, Bringhurst, Burns, Cooley, Myers, Price, Russell, & Tiess, 1992; Lieberman, 1990; Tabachnich & Zeichner, 1991; Wells, 1994). I was interested in how interns make sense of supervisory experiences as they engaged in the yearlong internship of learning to think and teach in a PDS culture.

As a researcher, it is important to find ways of involving teachers and schools in raising questions about present practices and possible avenues for improvement. I believe the real spirit of formal and informal supervisory practices embedded in the Professional Development School movement center on a teaching and learning process that assists to build a cohesive school community, and gives support and impetus for risk-taking and educational change. The benefits are for children and their families, prospective teachers, mentor teachers and university personnel.

The common goal the researcher and PDA share is that of an advocate for all the members of the learning community in the PDS culture. I sought to understand the interns' supervisory experiences in the learning community in as great a depth as they were prepared to share. This meant building and sustaining professional relationships, regardless of my role. Rapport enhanced the nurturing of the learning community and the study's credibility. Despite my dual-role as researcher and PDA, I found no compelling evidence throughout the data analysis to suggest that my dual role adversely affected the authenticity of the experiences of the participants or validity of the data that was collected. The large quantity of data collected across a nine month period in a variety of settings, in addition to the fact that I was not the assigned PDA for three of the participants, minimized the impact of instances in which my dual role might have influenced participants; responses or actions. Additionally, the data was triangulated with another researcher who is similarly exploring the lived experience of interns in the same PDS program.

Theoretical framework

This exploratory research employed a phenomenological case study described by Moustakas (1994) as an "empirical approach involving a return to experience in order to obtain comprehensive descriptions that provide the basis for a reflective structural analysis that portrays the essences of the experience" (p. 13). This study presents a descriptive portrayal of the interns' supervision experience as they engaged in collegial interaction, conversations and collaborative reflection with their mentor teachers that focused on inquiry into self, community and context, children's thinking and ideas, and teaching practice. The unit of analysis was the individual PDS intern.

Phenomenology reveals the uniqueness of shared meanings and common practices, the "lived experience" (Van Manen, 1990, p. 7) that can inform the way PDS interns understand participating in a learning community. Although it acknowledges that individuals may experience a given phenomenon uniquely, phenomenology also assumes that there is an essence to shared experiences. Within this are commonalties or core meanings for different interns. By focusing on the question, What is the essence of this lived experience for these interns?, this study was embedded in phenomenological inquiry.

A case study allows an investigation to retain the holistic and meaningful characteristics of real-life events (Yin, 1989). Yin further describes a case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and multiple sources of evidence are used" (p. 23). This case study offers a means of portraying the complex units, consisting of multiple variables of potential importance, in order to understand the interns' meaning-making of their supervisory experience in the PDS internship. According to Merriam (1998), a case study is an "examination of a specific phenomenon such as a program, an event, a person, a process, an institution or a social group. The bounded system, or case, might be selected because it is an instance of some concern, issues, or hypothesis" (p. 9). In this research, the lived experience of five interns within the context of a PDS community defined the bounded case study. Further, the purpose of this case study to contribute to a richer understanding of the phenomenon under investigation by "setting the particular case within a larger theoretical...context" (Grossman, 1990, p.150), rather than being generalizable to an entire population.

Data collection and analysis

Since we are still living the August 1999 - June 2000 internship, data continues to be collected and analyzed in an iterative and cyclical process. This paper is a work-in-progress, a living document, that is testament to the experiences of five PDS interns. As such, the data reported represents that collected and analyzed up from August 1999 to March 2000.

Participant observation, extensive field notes, document analysis, and four semi-structured individual interviews were used to portray the supervision process from the interns' point of view. Further, in order to better understand the interns' collective supervisory experience, open-ended discussions of intern building meetings were documented and extensive memos compiled. All transcriptions were analyzed using NVIVO computer software to organize coded, qualitative data (Richards & Richards, 1991). Multiple readings identified categories (Patton, 1990) that emerged from within each intern's narration. Data coding, analyzing, and reporting of results were carried out in a nonlinear way. Line by line analysis of the transcripts resulted in the definition and construction of

conceptual categories at "free nodes" and then to "nodes" in the tree-structure. Memos, as further data, were developed to record category development and ongoing thinking. These were attached to indexing categories. Finally, through the process of employing NVIVO's modeling structure to organize the data illustrating the interns' lived experience, emerging themes were posed and tested. Additionally, data analysis probed for contradicting as well as sanctioning evidence for the themes (Erikson, 1986). Using categorical aggregation (Stake, 1995), the assertions depict ways multiple mentors develop supervisory practices to enhance interns' experience of learning to teach in the context of a Professional Development School partnership.

Findings

Because the reported research on supervising interns in a yearlong Professional Development School internship is truly embryonic, much of the literature woven through the text is drawn from supervision in traditional student teaching, and reflective supervision. The use of 'multiple mentors' as an image is a heuristic for presenting the interns' understanding of the process of mentor teacher supervision.

In adopting, Fairbanks, Freedman & Kahn (2000) redefinition of mentoring as "a teaching/learning situation in which student teachers are cognitively and affectively changed as a consequence of their mentoring experiences" (p. 103), the findings reveal a reorganized framework in which the process of preservice supervision reshapes its paradigm. The findings detail supervision shifting from the traditional student teaching triad with its embedded power structure to a community of mentors in which hegemonic relationships are challenged and democratized, and inquiry is infused.

The data analysis reveals multiple mentor teachers who directly shaped the supervisory experience of the interns over the course of a year. Diverse mentors offered the interns different ways and differing perspectives of learning to teach elementary children. In response, interns filtered, interpreted, and negotiated these complex interactions. The synergistic power of emerging supervisory relationships between the PDS community members afforded the interns spaces to shape and reshape their provisional understandings of learning to teach.

Emergent findings depict a supervisory process that entails "multiple opportunities for collaborative relationship between those who are planning to teach and those who are inducted into the profession (Pugach & Johnson 1995). The deep commitment these community members showed to building supervisory relationships in the PDS community enabled the interns to feel connected and cared for.

> I know I couldn't be the teacher who I think I am if it were not for the ever-present support of all the members of this school. I feel very much part of a team. Over the course of a year I have developed relationships that have made me realize how important belonging to a community really is. It's hard for me to point to any one particular person and say he/she is the one who helped me grow. So many people have been a part of that process. It makes me feel as though I can do this. I can teach somewhere else that I have not been before. It may be uncomfortable to start, but I know I can do it. I will find others to become a community like we have developed this year. And, I know I will be a better teacher for it. (Diana, Journal entry, March, 2000)

Mentor teacher

While detailed analysis of the roles, responsibilities and rituals of the mentor teacher is beyond the boundaries of this paper, the interns' experience of being supervised by a mentor teacher in an intensive yearlong relationship is portrayed.

The scholarly literature cites cooperating teachers in traditional field experiences as the most "influential, important, and essential to the teaching experience of student teachers" (Glickman & Bey, 1990, p. 558). While describing how "cooperating teachers set the affective and intellectual tone," Feiman-Nemser and Buchannan (1987) proposed that cooperating teachers "shape what student teachers learn by the way they [the cooperating teachers] conceive and carry out their roles as teacher educators" (p. 256). The literature suggests cooperating teachers construct definitions of their roles, responsibilities, and rituals based on their experiences as student teachers (Koerner, 1992). Ambiguous directions and nebulous guidelines result in cooperating teachers personally constructing definitions of their roles and responsibilities (Kagan, Dennis, Igou, Moore, & Sparks, 1993). The consequence of this self-definition is a wide variance of roles and activities that may reflect the "unique trajectory of the teacher's career and his or her personality" (Kagan et al, 1993). Consequently, some cooperating teachers view themselves as instructional role models, sounding boards, and resources (Tannehill, 1989); some encompass guided participation (Colton & Sparks Langer, 1991), others incorporate systematic reflection through triad journaling (Silva, 1999); and a few support student teachers inquiring into teaching practices (Gore, 1991; Wood, 1991).

In describing the mentoring process of their classroom teachers, the interns portrayed four responsibilities and rituals of their mentor teachers. Firstly, mentor teachers expressed to the interns their need for a trusting and open relationship. They told the interns why they decided to become part of this program and, in some cases, described in detail their commitment. While interns figured out their role in the classrooms, mentor teachers gave them spaces to negotiate this and supported them as they did so. Secondly, they talked aloud about their everyday classroom practices, lesson planning, and decision-making strategies. They made explicit what they do and why. Mentor teachers identified and discussed aspects of their teaching practice that helped the interns reflect on their transitory teacher identities. Thirdly, mentor teachers created spaces for interns to ask questions and modelled how to probe and extend student thinking by posing questions to the interns. And lastly, mentor teachers and interns, discussed their reasons for teaching decisions and actions, and the difficulties inherent in assessing what children know, and what they need to know. Mentor teachers offered ideas for constructing developmentally appropriate activities and gave the interns specific feedback about their teaching. Interns were given 'permission' to try out the activities they designed. Co-teaching, collegial reflection, and reciprocal observation were highlighted by the interns as driving forces in their learning to teach.

<u>Trusting and open relationship building</u>

Relationships, trust, communication, and role were descriptors consistently highlighted by the interns in their portrayal of mentoring by their classroom teachers. If the intern/mentor teacher relationship was going to expand to its full potential, interns and mentor teachers believed there needed be an underlying element of trust and friendship. "If this was in place, other conflicts of differing

teaching philosophies, differing approaches to students, and different planning styles had a chance to be resolved in such a way that everyone had a chance to improve their teaching." Initially, interns described their efforts to begin a trusting relationship as the first step toward establishing "my teacher as my mentor." Nurturing a trusting relationship between a mentor teacher and an intern was an emergent and fragile process. Relationship building began with the matching process between the interns and the mentor teachers. Interns believed that this process helped them to recognize and begin to feel comfortable with the mentor teachers from across the four elementary buildings in the PDS program. After the assignments were made (before the end of the previous school year), each intern contacted his/her mentor teacher/s. Diana described the various meetings and lunches over the summer as a period of "getting acquainted with each other away from the classroom." Phone conversations and lunchtime chats "gave us a base knowledge of our families, our schooling experiences, and who we are." When the internship began in earnest in the middle of August, Diana felt the relationship she shared with Margaret had a stronghold that helped her feel much more at ease with all the new aspects of her life.

Negotiating professional space to give each other room to shape their teaching identities created tension when both parties in the relationship recognized that they were learners who want to grow. In a traditional student teacher and cooperating teacher relationship this dissonance is usually avoided since the only participant perceived as needing to grow is the student teacher. While shared burgeoning enhanced their mutual support, nurturing the different directions this channeled was a challenge. When her mentor teacher altered the classroom schedule, Diana expressed concern that her mentor teacher made changes solely for Diana's benefit. She noted that, "sometimes I feel as though I am taking her away from her classroom because I know that's not how she teaches. I understand that if we both want to change and grow, then it is give and take on both sides. But I do not want her to be giving too much because then I feel that I am taking too much."

In a relationship where trust was imbued, collegial communication became the accepted and expected norm. When the intern struggled to voice how her mentor teacher could guide her, Diana's mentor teacher worried that she was not giving enough support for her intern to figure out what her goals were. Diana expressed her concerns in a triad journal entry. "I don't know what I need half the time in order to make my life as a learning teacher more defined. There is no guideline that anyone can turn to and say, "on January nineteenth, Diana will need to hear this in order to make sense of her learning to teach. When I don't know what I need, I can't express it to Margaret. If she doesn't know what I need, then she worries." A three-way conference with the intern, mentor teacher, and PDA helped lessened the concerns of both parties. Diana and Margaret recognized that many of the worries emanated from their mutual professional and personal concern for each other. While they figured ways to keep each other informed, they respected each other's space to reflect individually.

In order to learn from his mentor teacher, Mark felt it very important that the mentor teacher like him. He acknowledged the personal tension he experienced when he was not comfortable with his feelings toward his mentor teacher. He described the dissonance he felt as "tough to get the relationship to work. I want to work with this person and learn from this person. But she seems so different to me in her beliefs about teaching and children." As his PDA guided him toward ways to open up the communication channels with his mentor teacher and to examine her beliefs through a different lens, Mark declared, "Here I am. This is me. I'm coming out." Mark was searching for a sense of direction

from his mentor teacher. In response, Susan clarified her expectations and suggested together they "go over the requirements of the coursework projects." When given specific directions, Mark constructed lesson plans and directed activities that met his mentor teacher's objectives. Mark continued to define himself as a learner and constantly expected to be shown teaching strategies that he could put into "his bag of tricks." "I am a sponge wanting to soak up all that I can."

One of the most challenging problems of being an intern is successfully playing the roles of student and of teacher. When a mentor teacher provided an intern with the credibility that she needed by presenting her to the students and parents as a co-professional, Kathryn found it relatively painless to establish her role in the classroom. All parent letters that went home in the first few weeks of school contained both names. Each morning letter that was addressed to the children and written on the whiteboard was finished with both teachers' names. Both mentor teacher and intern assumed responsibilities for daily classroom procedures, as well as leading morning meetings. By presenting her to the class and community as a young teacher with credibility, Kathryn felt Jayne carved out a place for her to grow.

Making teaching practice explicit

One of the challenges that interns face while learning with an experienced teacher is helping their experienced partner make explicit his or her beliefs about children and teaching. Interns figured ways to actively listen and constantly probe their mentor teachers' thinking. Interns learned from their mentor teachers who privy the intern to their thinking prior to a lesson. When an intern listens to a mentor talks through the lesson and verbalizes the outcomes, the intern has an organizer for what her mentor expects the lesson will look like. This type of background information helps interns make sense of how the lesson is playing out – keeps the intern from watching the lesson in a vacuum. Intern can generate further questions when parts of the lesson do not enact the way discussed in the pre-lesson conference. In their early days of the internship, Margaret and Diana had many pre-lesson conversations about what writer's workshop would look like, what tasks would be included, and how they expected the children would respond to these. Finding this mental rehearsal to be extremely helpful, Diana replayed many of those discussions with herself when left alone to think about planning a lesson. When she observed Margaret teaching centers, she found herself looking for reasons why Margaret had chosen a particular activity. Noting that the lesson did not always pan out the way Margaret thought it would, stimulated Diana to probe Margaret's thoughts. Diana realized it was not "wrong for lessons to not go exactly as Margaret planned. Sometimes the children have a direction they need to take parts of the lesson." Diana found this process to be really helpful because "I had her ideas of what the lesson should look like, how she planned it, and transitions that should be considered."

When the roles were reversed, the intern led the mentor teacher through the lesson plan and articulated how the activities met the objectives of the lesson and the student outcomes. Questions were posed that clarified any aspects of the lesson for both parties. In this excerpt Colleen described the process of the preconference and the expectations of her mentor teacher.

> She talks with me before I teach about what I planned, why I did it this way, and where she is a little concerned. When I give her the lesson plan, she reads it, and then asks me to clarify aspects. She might identify some gaps and ask, Did you think about what the students might do if they

finish early? Or, How are they going to get jobs? Am I going to put them up on the board and let them choose, or am I assigning the job? Have I set-up a way that students can figure out what each job is? Karen wants to make sure that I've thought through the steps of the lesson. That way, she can see what I think the lesson should look like. I plan it myself.

Christine's mentor helped her to understand the process of weekly planning by explaining what she was doing and thinking as she penciled in the order and content of lessons. "She thinks aloud while we are planning. This means that I can ask why and add my ideas. She talks about the various children and the ideas she has for different tasks. Since we have a split class of third and fourth grades, we really need to know what activities we can do that will work for us all."

Margaret used puppets and role-playing to model and present opportunities for Diana to reflect-in-action (Schon, 1983). Diana learned to "play it by ear" as she, Margaret, and Spanky [the class mascot] shared unrehearsed conversations during the morning meetings. As her responsibilities for the morning time increased, Diana gradually "found her voice." She began to recognize Margaret's cues, and used these to figure ways she could probe the children's ideas. Diana described ways Margaret talked aloud to show her ways of keeping the children's focused and Diana clear in understanding the next steps in the lesson. For example, "if we are preparing for math workshop, Margaret will cue me to get the centers prepared while she finishes giving the children the instructions. This way I understand what needs to happen next. She verbalizes for me what I should be thinking about without directly telling me. I get the hints but I have to figure out how to get the centers prepared, what materials need to go on what tables and which groups will be starting where."

Conversations with mentor teachers were not always about the dailiness of classroom teaching. As trust grew, interns and mentor teachers discussed the different ways of teaching and questioned accepted principles of learning. Colleen and Karen debated how best to teach mathematics given the constraints of a district-wide and standards-driven curriculum. Karen gave space for Colleen to question the curriculum and her beliefs about teaching content knowledge.

I'll ask her questions. Sometimes we have a theoretical discussion. For instance, we've talked about whether it is important to teach conceptually, or whether it is acceptable for children to only know the procedure. My feeling is, for multiplication, like a two by one number, the first thing we know you do is the ones column and then if you have to carry, and then you do it diagonally and you multiply. I don't understand conceptually what that means. I can do the procedure. I know what to do, and I can get my right answer. Does it make a difference if children understand that procedure? She and I discussed that for half an hour. I think it is necessary for children to know what each order of operation is and when they need to use it. I'm not sure that it really makes a difference. I cannot think of many professions that it really matters if I can break down an algorithm down and explain why I do it.

Christine and Maryann figured ways to co-teach mathematics that enabled them to stretch and massage the elementary curriculum to create spaces for children's conceptual understanding. Likewise, Diana experienced emergent tension between teaching the child and thrusting the curriculum upon them. Margaret helped her find ways to feel at ease with this dissonance. As Diana highlighted her embryonic

and uncertain beliefs about children's learning, Diana referred to Margaret as "a great model who patiently mentored and graciously waited for my thoughts to mature." In the following excerpt, Diana illustrated how she learned so much about the importance of giving children time to complete projects.

> Prior to this experience, even in September, I looked at the class schedule for the day and thought, 'Oh, it's no problem. We can do this in fifteen minutes, and this [other task] will take ten minutes. We'll get it all done.' At the end of the day, I was really frustrated as I would look back at what we were supposed to do, and realized that it was not completed. I was really confused. Why didn't we get this all done? Now, some six months later, I understand we can't rush children through tasks. They have to be honored with the time that they need to get it done, so that they feel satisfied with their work. I believe this models for them the importance of finishing what they start. So we [Margaret and I] take the time to finish projects. The children tell us that this is important to them. And we listen.

Imbued within the challenges of teaching is the custom of naming ourselves as teachers, knowing that the policies and constraints of the educational institutions within which we teach and learn only enable us to fulfill that goal in part. The rest is our decision. It is about the sharing of empowerment, which enables others to make choices that create and sustain the growth of student-directed classroom learning environments. Implicit in Diana's account is a belief that children and teachers together construct the curriculum and the teacher can come to know how to teach, and to learn from teaching, by being attentive to students' interactions.

Grimmett (1998) succinctly posits "the source of a teacher's professional identity to be in the practice, not the occupation of teaching" (p. 253). Mentor-intern relationships rendered space for the interns to interrogate their pedagogical practices, to be freed of any fear that may arise when they engaged in conversations that focused on, "this is my identity and I can question that identity."One intern illustrated how observing mentor teachers and conversing with them enabled her to understand different teaching philosophies and how to formulate her own. "This helped me figure out who I am and how I can be in my classroom." Initially, Colleen felt uncomfortable with herself because she thought every lesson she orchestrated had to be "perfect." Her mentor teacher showed her that there needs to be room for making mistakes. She explained to Colleen that despite teaching for eight years, Karen managed to stumble over words, forget materials, or not have organized enough copies of a worksheet. In figuring out spaces in the classroom to nurture their diverse beliefs about teaching and learning, they realized the benefits of co-teaching to support children's learning.

> I now know that I am not supposed to expect perfection after six months. At first, I was really nervous. I would shy away from the opportunity to teach lessons because I was afraid that what I did wouldn't be perfect. Karen has shown me that it is never going be perfect. This was really helpful. That's where we help each other co-teach. We have this way of bouncing ideas. If Karen forgets to mention something, then I asked her the question that I thought the students will ask. Such as, 'Where do you want names?' And she often times does the same thing. (Colleen, Interview transcription, February, 2000).

Creating spaces to question and raise issues

Asking questions and directing questioning were highlighted by the interns as effective mentoring rituals. Interns described how they grew in their asking better questions of their mentor teachers. Initially, they passively listened to mentor explanations, and posed questions related to organizational issues in general. As their relationships, classroom experiences, and understanding of children deepened, interns sharpened their questioning. They focused on "why are we doing it this way?, Or, Is there a reason why we are doing it this way rather than that?" While they acknowledged their mentor teachers' ideas, interns contributed to on-going conversations about different ways to construct a lesson. "If we're doing that, then what do you think about this idea for the next math lesson?" Later in the internship, interns' constructed questions that focused on specific children's needs and understanding, and how to effectively assess the children's prior knowledge in order to design specific activities to enhance their learning.

> The questions I now ask my mentor focus my thinking on what children know, what they need to know, and how I can devise lessons that move their understanding from where it is to where it should be. I also ask lots of questions about standards. I can see their importance, but I need to see how these fit. I am trying to understand ways that they direct what and how we teach the curriculum. I am always asking my mentor how this objective relates to the standards, particularly in those content areas that do not explicitly state in the curriculum guide how it all fits together. Sometimes, she is not sure. Then, I ask my PDA, or methods course instructor, or sometimes the curriculum specialist if she happens to be in the building that day. Since I have the social studies standards book and I know the science standards are on-line, I look at these. Then, I can go back to my mentor and she will help me understand how it works for the children in our room. I am still learning how to know what level, say of reading or math, each child is at. If there is something I do not understand, my mentor is always more than wiling to share.

Diana illustrated how her mentor teacher assisted her to phrase meaningful questions. At the beginning of the internship, Diana really did not know what questions to ask the children. Consequently, she spent much teaching time thinking about what to do next with the children, and worried about what she would do if she did not know the 'right' questions to present. She believed that she was living a process of asking questions and getting answers, and not focusing on what content nor the children's cognitive understanding. Over several months, Margaret's modelling of questions and conversation with Diana about what sense she made of this process, led Diana to anticipate what the children might say and to develop ways that she could further probe their thinking. "Now when the children give me an answer, I am much more prone to saying, Tell me more about that, or I don't understand what you're saying, could you explain it or could someone else help explain that. I don't think I ever did that the first months of school. And I really learned that from Margaret because I saw her doing that with the children. It is an effective teaching strategy to ask the child to explain more or to describe something in greater detail. This helps them make better sense of their understanding and also benefits the other children." Towards the end of the internship, Margaret adopted the questioning role asking Diana about students and situations in the classroom. Diana believed she asked "fewer questions about the act of teaching, and classroom management." She focused her "wonderings on the curriculum unit and how I plan and implement this. I am more concerned with assessing the children's prior knowledge, and thinking about what I can do to meet the learning needs of an individual child. I think about what works and what doesn't work. What

can I do to change my behaviour to help make the situation better." In the modus operandi of daily co-teaching, Margaret and Diana described themselves as mirrors constantly reflecting "brainwaves that were refracted and tweaked with their own unique touch."

The intern/mentor teacher relationship is characterized by unequal power, status, and authority. An intern watches everything a mentor teacher does. All the watching is not without judgment; this is to be expected. A mentor teacher observes an intern and likewise, passes judgment. Since we are dealing with children's lives and experiences and must ensure that student learning in the classrooms is not hindered, this element of critique is essential. Through such journal sharing, intern, mentor teacher and PDA raised questions about what an effective mentoring process looks and feels like. On-going triad conversations about how best to mentor each other continue to foster open communication within our supported and mutually respected relationships. As the mentoring partnerships evolved, interns and mentor teachers increasingly referred to their relationships as collegial. Colleen [intern] recognized Karen [mentor teacher] as " the authority in the room. She is the certified teacher. I am learning to teach – that is my role and responsibility. At the same time, I believe that she views me as a colleague. She respects and values my input. We give each other feedback, especially when we co-teach."

Showing interns up front that teaching is an evolutionary process did much to dispel the notion that teaching emerges from one definitive set of rules and procedures. Interns appreciated not being told how to develop and express expectations to the children. Rather than telling them how they did this, mentor teachers asked the interns how they thought children came to understand what was expected of them as learners.

> My mentor teacher asked me what I was thinking. She didn't say tell the children to sit with their legs flat on their floor, their bottoms on their chair, and their hands in their laps. I had to come up with my own ideas because it is my center. I had to set my own expectations about what I was looking for. After she asked me what expectations did I set, I started looking at how she sets expectations for the children. I noticed that she sets expectations for them for every task. The children know what to do and what is expected in their work. Next, I had to figure out ways to do this that felt comfortable for me. We talked about how and why we give these – what does she do that works for her, and what do I do that works for me. Sometimes, I think about how the children see the different expectations. I think they see us as being different, but the goals are the same – the teachers want us to do our best work, our best learning. I truly believe my mentor teacher sees that for us too.

The outcomes of student teaching do not always culminate in the envisioned or intended learning opportunities (Knowles, Cole & Presswood, 1994). Differences in expectations for the cooperating teachers' role in facilitating preservice teachers' learning through field experiences and poor communication account for many of the dilemmas experienced by traditional student teachers (Guyton & McIntyre, 1990). Consequently, in a relationship in which mutual growth was not recognized, one PDS intern forcefully identified his need to talk about why classroom practitioners teach in the particular way they each do.

> If I was in a classroom where I could take a more active role, I would like to talk to the person,

> and hear what he/she has to say. How do you do this? Why? Let's think about this lesson. How can we make it better? Two heads can be better than one. I like using my imagination and thinking differently, but I am learning that I don't really like doing it alone. (Interview transcription, November, 1999).

In order to satisfy his need, this intern talked with his PDA, another mentor teacher and peer interns.

Interns recognize that the role of the mentor teacher is time-consuming and multifaceted. Sometimes mentor teachers find it very difficult to make explicit their thinking and knowledge about teaching. As her mentor teacher struggled to talk about her practice, about why she did some activities one way, and others another, Diana worried about the pressure she imposed by asking so many questions. Such concerns encouraged Diana to reflect in her triad journal writing.

> Mentoring puts a lot of pressure on Margaret. She wants to help me grow. I bet it is hard for her to see me struggle with these challenges. She is my main teacher. It's like watching a child learn to ride a bike. The parents want to hold on to the bike for fear that their child will lose balance. However, the child will not learn to really ride a bike unless the parents let go. Parents do not want their child to fall. It's a way of seeing success not only for their child, but recognizes their efforts in raising the child. If they ride their bike perfectly from the start, then the parent has 'succeeded.' This is idealistic, but not at all realistic. Nor, do I believe it is the best way to learn. The child needs to lose balance a little in order to know what balance really feels like, and how to regain it. If a child doesn't know this, what will they do when faced with it down the road? It's hard, I imagine, for a parent to see their child fall, and to face 'failure.' But it's healthy to have these challenges, to learn from mistakes. This year is just like that. I am learning to ride this bike, and it's Margaret's job to help me learn. It's going to be difficult for her. *She has the most difficult job, not me*. She has to watch as I face these challenges and find bumpy roads. More importantly, she gets to watch as I lose my balance and struggle to regain it. She gets to help me regain my balance, but she can't tell me how to do it. This is the really hard part for her because she doesn't know what it is to be me. She can suggest ways, but in the end it has to be my figuring it out, wobbles and all.

As she adopted a more active role in the classroom, and started to understand other components of teaching, such as planning units, understanding kids' development, recreating a community, this intern recognized why her mentor teacher felt pressure. "I have to accept that I am the source of many of the worries as an intern. If we didn't have these worries, we wouldn't be growing. That is a hard reality to face, but it sure does help me better understand her point of view. These worries are not implications of the job she is doing as a mentor. They are indicative of my learning to teach! What a wonderful thing! Many questions that I have aren't because she hasn't offered answers. Her work has inspired me to be curious and want to know more."

Feedback, collegial reflection, and reciprocal observation

As the interns portrayed how information from their mentor teachers furnished insights about their practice, feedback was identified as an emergent descriptor. Successful implementation of supervision during student teaching is predicated on the ability of those supervising to furnish systematic observation and feedback. Properly conducted, the process is data based but nonjudgmental.

When objective data is used to provide feedback about teaching practice, the intern recognizes the information as a valid representation of what actually happened in the classroom (Acheson & Gall, 1997). Despite his "more passive role in the classroom," Mark recognized the reflective potential of Susan's feedback. Adopting a direct and upfront approach to supervision, his mentor teacher analyzed his teaching practice and gave him "useful" feedback that was both written and verbal. Mark recognized this as an opportunity to identify patterns in his practice that were previously oblivious. "I am not moving fast enough." He considered whether or not his teaching was 'dragging" because he was "asking too many questions," and "if the length of lesson meant that it should be broken up." His mentor teacher stated that he "asked questions of twice as many boys as girls." Although Mark was unaware of this, he thought about his decision-making process for asking children to respond to the questions he posed. He commented about which children raised their hands. "Boys! "Instead of saying, I am going to ask people who are not raising their hands. I try to get them to participate." The dilemma he faced was encouraging the girls to contribute their ideas. "Bringing it to my attention has helped to try to figure out ways to help all the children participate."

Effective feedback from cooperating teachers is described as frequent (Blank & Heathington, 1987; Woolever, 1985), specific (Barnes & Edwards, 1984), continuous (Tannehill & Zahrajesek, 1988), and relevant to the student teacher's needs (Acheson & Gall, 1992). Research studies suggest that cooperative teachers trained in supervisory skills provide significantly more feedback and promote collaborative relationships than cooperative teachers who have not received training (Killan & McIntyre, 1987; Wilkins-Canter, 1996). In some cases, student teachers are dissatisfied with the cooperating teachers approach to supervision (MacKinnon, 1989). In their review of literature on field experiences, Guyton and McIntyre (1990) synopsize that the conference element of formal supervision is "dominated by cooperating teachers and involves low levels of thinking and descriptions and direction-giving interactions predominate. In adopting a passive role, student teachers analysis and reflection are not common." In contrast, interns in the PDS context take on an active role in the supervisory process. Kathryn described how the active role offered by her mentor teacher allowed Kathryn to direct the post conference. Following the example of clinical coaching methods,

> Jayne asked me, "How do you feel about the lesson?" I was able to express my understanding of the lesson. Then she guided my interpretation by questioning me about what I liked about the lesson. We ended by talking about what I would do differently if I could teach it over?

Such collegial conversation promoted reciprocal reflection that enables the interns to use systematic information to identify their strengths and weaknesses and formulate strategies to facilitate changes in their thinking and doing.

Personal theories of practice are opened for examination through another set of lenses, encouraging teachers to consider alternative perspectives. While co-reflecting with her mentor teacher assisted Diana's sense making of the process of designing tasks to enhance children's conceptual understanding, she believed the power of their collaborative reflection occurred during conversations about projects. When her mentor teacher shared the decision making with her, Diana felt ownership of the process. "Do we need to stop here?, or Can we go further forward?" were questions her mentor posed. As Margaret asked her intern these questions, Diana understood these as ways for her to think

about how to expand the children's ideas.

> I've grown to the point where I understand that I need to make the connections with my questions to the unit and to the activities. When creating the activities and teaching the lessons, I am not really sure what to do. That's where our reflecting together helps me understand why things are done and what we can do to expand projects.

Diana described how she and her mentor teacher pulled each other aside during lessons when the children were doing a project at the tables. This gave them some time to observe and talk. "I would say the majority of our conversations are based around the kids. Did you notice so and so talking with so and so and how they were interacting? Or, Wasn't this child having a great day? Wasn't it exciting when someone said ...? For example, one little boy was having a really hard time making friends. He's really a blunt child and is not afraid to tell anyone how to do a task. We caught him one day telling another child that he was mean or rude or something to that effect. We made a little compliment chart for this child and told him every time we hear him make a compliment, he'll put a sticker on. We talked to him about how nice it is to hear compliments and to make compliments. And we actually didn't even have to use the chart with the kid. We have a little girl who is having the hardest time focusing on her work. We're trying to figure out why she's having such a difficult time paying attention. We make sure each other saw when things happen. Did you notice right when you went to do the read aloud, she got up and went to the bathroom or this is what happened at my literacy workshop station? How was she at your station?

Unlike the traditional student teaching where a unidirectional act of handing over the reigns of the classroom occurs at various points, mentor teachers engage interns in the PDS internship in a constant exchange of the reigns. This pattern of exchange between the role of observer and teacher reduced the confusion and frustration that preservice teachers experience as a result of receiving inadequate or unhelpful feedback on their teaching (Feiman-Nemser & Buchmann, 1987). When Kathryn felt she was ready to try morning greetings, she and Jayne worked out a schedule that permitted Kathryn to direct opening time three mornings a week and observe Jayne (or another teacher in the building) during the other two. This pattern continued throughout the internship. Kathryn and Jayne recognized the benefits of interchanging observing and teaching.

> By going back and forth between teaching and observing, I can identify those aspects of my practice that seemed to bother me when I was teaching, but I couldn't quite pin point. When I observed Jayne after trying some of the activities myself, I felt better able to talk about the experience and figure out what worked for me. I felt confident to try a variety of opening tasks. That way, I did not get stuck in a rut of doing the same activities.

When learning about the process of keeping running records for assessing children's reading, Kathryn observed Jayne's center. Although she had up to this point in the internship been co-teaching with Jayne for much of the day, Kathryn believed that the time spent observing helped her generate questions to make sense of the process. While Jayne taught, Kathryn practiced systematically collecting data. Afterwards, they conjointly analyzed the information. As they conversed, Kathryn noted the patterns and Jayne identified ways Kathryn could hone her observational skills. Such a process greatly enhanced Kathryn's understanding of formally assessing an individual child's reading.

Likewise for Diana the pacing of lessons and opening activities had been on her mind. After the Winter break, she engaged in a conversation with her PDA and explained how she watched her [mentor teacher] and then they exchanged roles. Afterwards, "we talked about what we each saw. The next day when it was my turn to lead opening, I used all that information and put it into practice." Another time, Diana directed her attention to how Margaret paced the opening activities. "I watched how she moved from one task to the next and how she planned what she was going do. The next day when I was doing opening, she observed my pacing. I had a better understanding of how I should keep the ball rolling during the opening activity." Diana recognized that children's conversations sometimes move away from the original thoughts. Looking for different ways to keep children on-task and re-directing their stories whilst honoring what they had to say were two aspects of her practice that Diana focused on during observation times of her mentor teacher and then trying these out herself.

Throughout her experience, Diana structured ways for including every child's voice in class meetings. During these class gatherings, she and Margaret encouraged all children's ideas to be recognized and validated. While it was very important that she model ways to send the children messages that their contributions to the class discussion were valuable, Diana worked within the constraints of a daily schedule. Knowing when to move on was a constant mental battle for Diana. Deciding when to interrupt a child's thinking and how to do this is a respectful manner were issues that Diana often discussed with her mentor teacher. "I want to hear them. They have such good ideas. Sometimes we seem to get away from the topic. I do not like to cut them off. How can I listen to them all, and yet keep our gathering time to about 20 minutes?" Margaret listened to Diana's dilemma and then suggested several choices Diana could use during the meeting time [before and in-action] to assist her move the children's problem-solving forward. When she sensed the children were straying too far from the issue and that time seemed to be marching on during morning gatherings, Diana looked to Margaret for cues. Gradually, Diana became more comfortable with saying to a child, "Is this about playing with friends at DPA? No. Then hold that thought and we can talk about it a snack-time?" Diana made a point "of making sure I did ask the child about the idea he or she had later in the morning."

Similarly during teaching a lesson, Diana requested that her mentor teacher remodel ways to keep children focused on the task in hand. Diana needed time to observe her mentor again and become reacquainted with some of these teaching strategies. She reflected,

> I am in the middle of a lesson. A child raises his hand asks a question that has absolutely nothing to do with what we're talking about or doing. If they have a question, I want to answer it. I want to help them feel comfortable if something is bothering them. At the same time, I cannot stop and answer every question and achieve my goal of completing the lesson. I needed to observe Margaret. When a student asked her a question she said, 'Does this have to do with what we're doing right now? No. Then, I need you to ask me that question when we're done.' She modeled for me how to handle that kind of situation. These were questions Margaret knew were on my mind. She showed me some ways and I put them into practice. She and I discussed afterwards the different ways we can do this.

Diana recognized she needed to "communicate with each child in a way that felt right" for her.

As interns and mentor teachers are immersed in the process of inquiry, they adopt the responsibility of mentoring each other. Since the beginning of the internship, interns have generated wonderings about themselves, children's thinking and ideas, community and context of their experiences, and teacher identity and teaching practice. Conversations, and reflective writing have concentrated on these inquiry themes. Since interns were familiar with the language of teacher inquiry, they were ready to help their mentor teachers become more comfortable with the process of inquiry. In narrowing the foci of research questions, interns presented mentor teachers with examples of teacher inquiry they had read and interpreted. Through the ensuing collegial conversations, both mentor teachers and interns deepened their understanding of how the adoption of inquiry as a stance impacts their daily teaching practice. [Note: On-going data collection and analysis will permit timely elaboration of this section of the paper.]

In the next section of the findings, patterns are highlighted that show how teams of mentor teachers and special mentor teachers supervised interns in the PDS community.

Teams of mentor teachers

Participating in teams of teachers exposed the interns to differing perspectives of the team members. Depending on the grade level of their primary mentor teacher, each intern was part of a division team that was responsible for designing ways to implement the district's curriculum units. In the middle of the internship, Colleen portrayed the most satisfying experience in the PDS setting was "working on a division team." She believed that she had six mentors who not only supported her learning to teach in practical ways, but also offered Colleen multiple views of thinking about how she could be herself in the classroom. "When I hear teachers talk about how they see differing ideas fitting into the curriculum, I think about what that means for me." The sense of community within the division team meant Colleen felt comfortable with directing her questions to any of these teachers. An intern from the previous year's PDS program was a member of this division team. Colleen often talked with her about aspects of the PDS curriculum that confused and overwhelmed her. Amy helped Colleen to understand how to organize the university-school workload to make it doable.

Teams of mentors modelled for interns how to build relationship with, and recognize the strengths and difference of, various team members. Introspectively, interns analysed how different teaching styles productively fostered and fuelled collegiality.

> It is interesting to work in such a close-knit team environment because I honestly feel as comfortable going to any of the other team members as I do to my own mentor teacher. They are very different. I know that Karen and Joanne have high expectations, are very organized, and really like structure. A lesson goes in a certain way, or else it doesn't go well. Maryann is really free spirited. Children paint anywhere in the room and experiment with paper airplanes in the room for the aviation unit. Other team members would never feel comfortable with those activities. And yet, they all respect each other's individual teaching styles. I think that's really powerful for tapping into each teacher's strengths. It builds friendships and collegiality.

Colleen valued being able to seek help from other team members on days when her mentor teacher was absent. Colleen knew that Karen would be comfortable with Colleen seeking their guidance. There would

be no repercussions on Karen's return to school.

In a journal entry, Christine offered her views about how attending division meetings impacted her understanding of the "behind the scenes of teaching."

> One of the first things I noticed about the meetings is how helpful it is to be able to cooperate with a team with other teachers. All of the teachers pool their ideas on how to teach the units by sharing activities, classroom management techniques, and factual information. We have two first-year teachers in our division, and the other three experienced teachers are constantly offering them information and ideas to help them get started. I was surprised to see how willing the teachers were to share their ideas. Occasionally, I feel like teachers "guard" their good ideas so that other teachers don't "steal" them. However, in this division the teachers were photocopying their plans and handing them out! It makes a lot of sense to work like this, because the teachers can take the best of everyone's ideas and do an even better job teaching.
> I like how each division teaches the same unit at a time. Although this does mean they have to work to share materials, which caused a few technical difficulties in our meetings, it also means they can collaborate to plan field-trips, guest speakers, and multiple-class activities. Our division planned a field trip to Penn's Cave, and organized a guest speaker from the university and a "Native American field day" during our first unit [on American Indians].
> Third, I think having the division work together as a team offers a lot of emotional support for the teachers. Our team division members are constantly demonstrating their support for one another. Teachers face many frustrations during the course of a day. Much of the time during our division meetings was spent discussing problems, worries and other issues that various teachers wanted to express. In response, other teachers offered possible solutions. Although this did seem like a lot of negative energy at times, it served an important purpose for the teachers. Even if a solution wasn't reached, it was confirming for the teachers to know that there were other people experiencing the same thing, and that they are supportive. This kind of support is very important in teaching, because it is a profession that can be so frustrating and draining at times. I will be looking for ways to help me find a supportive personal and professional network in my school next year.

Interns looked to the mentor teams in their buildings as a support system for understanding and implementing the district's curriculum units. Christine believed that the collaboration she experienced being part of a curriculum team mentored and shaped her understanding of how to find spaces to extend the curriculum. This was not without tension. While acknowledging the ownership that experienced teachers feel toward curriculum content, Christine learned that asking questionings in constructive ways generated support for her efforts to deepen children's understanding of particular curriculum issues. "Rather than stating, I do not see why we should only include such a homogeneous group of artists, I try to phrase questions that help my colleagues understand my point of view. Instead, I might say, How can we help our children to experience art and music in diverse ways? I am learning skills that help me to negotiate with others who have more power than me. I want to find ways I can give myself space in my room to include a broader definition of an artist. I want to learn to ask questions that are in children's best interest. I do not intend my questioning to be solely a way for me to push my own agenda." Conversations with various team members enabled this intern to generate appropriate and beneficial

questions about the curriculum.

Interns felt their contributions to curriculum discussions were recognized and valued. After co-teaching a lesson with her science method instructor, Colleen was asked by member of the division team to share her lesson plan. Believing that the team members modelled for the interns what being a life-long learner can look like from a team's perspective, Colleen considered this acknowledgement of her expertise as a beginning teacher an honour.

> We are seen by our team members as having something to offer and resources to share. My team members ask, How did you teach that and did it go well? What would you do differently? It is a really good feeling to know that they think highly enough of us to actually come to us and ask us how a lesson went and how we taught it.

Christine, Colleen, and Diana negotiated how understanding the impact of teaming on children's learning melded with their beliefs about collaboration. "I am trying to work out how this makes me think about teaching with others next year. During my school experience teachers did not appear to share resources or ideas. This is very different for me. It can take a lot of time." Through mimicking the role and responsibilities of a team member, Christine believed she "gained a much better understanding about how a team can work effectively to implement the curriculum units." At the same time, Diana sought "ways each teacher can do different tasks that work for the children in their room. This is important to me. I need space for my ideas." Colleen stated clearly that she did not "want to be teaching in the exact same way and the same content as the other third/fourth grade teachers."

Interns looked for specific feedback from mentors in the curriculum unit planning teams to ensure that their lesson plans match the national, state, and local Standards. "The unit team teachers explained to me how the curriculum units were written to include the standards. Different content areas use varying approaches. In science the standards are identified at the beginning of each lesson. In other content areas, such as language/arts, the standards are integrated throughout the lesson. I asked at a curriculum meeting how these worked. The feedback identified areas where I needed to read to understand how I connect in the goals and activities of my lesson plan."

Colleen reached the point when she began to question whether or not she could teach in a school district that did not have teams of teacher to work out curriculum units. "I don't know how teachers do it if they don't collaborate. I don't know how I would do it. Not all school districts have this level of collaboration in terms of meeting together and planning out what be doing in the next week or two weeks or even unit." She recognized what she believed to be the synergistic power of teaming. "The greatest thing that I'm getting from it is being able to plan together as a team. I hope that that's something that I would be able to take with me to a job. I don't know that I could do it by myself without having a teacher down the hall or next door that at least we can come together and kind of share ideas."

Embedded in the premises of a PDS culture is the nurturing of communal responsibility for supporting an intern's learning to teach. Interns were encouraged by their mentor teachers, PDAs, and method course instructors to observe and converse with other teachers in and across the elementary buildings. In such a community, teachers openly recognize the strengths of their colleagues. Mentor

teachers directed the interns to specific teachers who they believed possess special talents and would actively support the intern's sense making of teaching practices. Some of these teachers were responsible for a current intern. Others were not.

Interns acknowledged the benefits in their daily teaching behavior of watching other teachers. As she taught several math lessons, Christine described a dilemma and some 'specific tricks" she witnessed in other teacher's classrooms that helped her resolve this.

> I have two girls in fourth grade who always have the answers. I don't have any idea if anybody else is even with me. I've been saying this statement I heard my mentor use it. 'I want everyone who has an idea to put their hand up. I need to know that everybody's with me and really focused this morning and on task. I want to see more hands.' I wait until almost every hand is up. The other thing that I saw Christina [a first grade teacher] doing was taking lots of answers. She did not stop accepting answers at the first right one. She continued to say, 'Okay, what do you think? Okay, what do you think? Okay, what do you think?" She might have ten children all give the same answer. Not always. But it gives them, you know, the chance and she knows that they all have it. I was using that technique yesterday in my math lesson. When we were practicing rounding as a group, some of the children who were really confused at the beginning seemed to understand better.

Christine believed that by using 'wait time,' she was better able to engage more of the students, without calling on unprepared students and "putting them on the spot." Having witnessed this in another room, Christine started doing less of the writing on the board, and asked students to do it instead. She found this "involved even our reluctant learners."

When one of the intern's beliefs about learning were established to be incongruent with his mentor teacher's teaching style, Mark's mentor teacher encouraged him to observe the mentor teacher and intern team in the room next door. Mark described how his peer intern worked with a mentor teacher whom he "equated to as the Michael Jordan of teaching." He believed that she "oozed greatness" as this excerpt illustrates.

> There are people that eat, sleep, and breathe something. That's why they're so good. I see her as a really effective teacher. I think that her relationships with the children are good. Seeing some of the things that they're doing gives me another angle for my learning. I'm bettering my understanding through conversations with her and Anthea.

Mark watched this mentor teacher motivate children through the introductory part of a lesson. He was inspired by the way she drew out the children's ideas, fuelled them with gas, and encouraged them to ignite the lesson. He described his thinking as he watched her teach a lesson using maps with her twenty-six children.

> She gave the whole class the directions, and all of a sudden the ideas would erupt. I called it lift off power the other day. She has this way of drawing the children in. She presses send and it goes. She gets them thinking. She likes what she is doing. She uses her imagination to come up

with activities such as working with Japanese tea-houses.

Mark recognized the how this mentor teacher showed she really cared about the children's learning. He believed this hands-on approach was most compatible with his beliefs about structuring ways to help children understand concepts. Although he was not getting it directly through his mentor teacher's modeling, he believed he was figuring it out indirectly. "It is like looking in a mirror. I'm not doing it right now in my room, but I am observing and thinking about how I could do it and what would I be comfortable with doing."

When Diana asked for more specific feedback for formal lesson plan writing, her mentor teacher suggested she talk with Mary [a second grade teacher] to whom other teachers referred to for lesson planning. While the principal taught a center, Diana was able to spend time in Mary's room discussing lesson plan layouts and looking at written examples. This gave Diana ideas for constructing a lesson template that worked for her.

Interns appreciated the experience of being part of meetings between mentor teachers and building specialists that discussed a child's Individual Education Plan (IEP). Colleen believed her presence during these team discussions facilitated her understanding of how the needs of a special child are assessed and met. When asked for her input about a particular child's classroom interaction, Colleen sensed that her opinion really mattered. "Being in this classroom over the past six months has given the time to build a relationship that helps me really understand the needs of this child. My mentor teacher and I have I was able to describe specific instances of the child's behaviour that helped my mentor teacher and I give a clear analysis of this child's needs."

A concluding comment to these findings is of noteworthy significance. While acknowledging how the power of multiple mentoring can foster "more fluid positionings and mutual relationships" (Johnson, 1997, p. 8) between the community members, multiple voices spawned tension. As interns sifted through the many and varied perspectives of their mentors, they encountered tension in figuring out their teacher identities, who they are, who they want to be, and who their mentors want them to be. At times, interns seemed frustrated and become anxious.

> I seem to be at the point in my development as a teacher where I am trying to find myself and figure out my philosophy of teaching and learning. At this time, I feel torn between becoming the teacher that I want to be and becoming another "Karen." This should be a time for me to play around with teaching—an opportunity for me to try different things out. Each day, I struggle with who I am as a teacher and who Karen [mentor teacher], James [the PDA], and Betina [PDA] may want me to be as a teacher. What one person perceives as success, another may see as a complete failure, but whatever the situation may be, am I not learning from it? I need to work through successes and failures, trying to figure out why I did things the way that I did, and what impact my decisions had. Karen is an outstanding teacher, but I am not Karen and I don't want to be Karen. I want to take different things from different teachers and mesh them together to make something that works for me as a classroom teacher.
> When will I figure out who I am as a teacher? Will it not be until next year when I have my own classroom to really do things my way? How can I continue to do things the way others want me

to and recognize what I hold to be important in the classroom. I hope that over the next six months I am able to better answer the questions, *Who am I as a teacher?* and *Who do I want to become as a teacher?* I want to learn to observe others and pick and choose what I want to take with me. I don't ever want to feel like I have to teach a certain way because that is how others think I should teach. I want to be myself and not "become" those who mentor me (Colleen, Journal entry, January, 2000).

At other times, interns revealed the support they felt in their attempts to find a comfortable, yet transitory identity.

> This is who I am in the classroom at the moment. This is what I know and how I can be. I will change. I know that. Right now, I now that I am learning how to be the best teacher I can be, given who I am right now. Many people are shaping who I am, including me. I have time on my side to do this and mentors here to support and guide me.
>
> I am just learning what teaching is like. Learning to teach is like experiencing growing pains of adolescence all over again. It takes time to get adjusted, learn the trade, make it comfortable and find my own style to teaching. Walking into this internship was like having the pieces of a puzzle laid on a table in front of me: supplies, curriculum, methods classes, mentors, children. It's *my* job, *my* responsibility to make the pieces fit together. I'm not doing this alone…my PDA, mentor, interns, professors, parents, principal, parents, children, other teachers…they are all helping me guiding me to put these pieces together. But it is *my* puzzle. I have to listen to the voices of experience and care. However, in order to make this a meaningful experience so that I can go off into the world next year knowing how I can approach teaching on my own (with new supports), I have get through these growing pains and accept them for what they are - real questions for me. Struggling now as I learn to teach is one of the *best* ways to learn how I could make it better next time. It's how I learn about children's thinking and development. Without these struggles, I would have nothing to question. These struggles are essential for helping to earn how to put these pieces together in a way that is meaningful for me. This gives me the skills to pull the puzzle piece apart and redo it again next year, and the year after, and the year after that. My mentors know that I can't have everything handed to me on a platter. I wouldn't learn as much. I want to learn as much this year in order to be able to face next year with the idea that I will find new and deeper struggles. Why not face as many of these challenges while in the internship program when I have so many supports to try to figure some of them out? (Diana, Journal entry, February, 2000).

Discussion

Through a process of multiple mentoring, interns raised their voices, explored multiple perspectives, and questioned, monitored, and shaped their teacher thinking and behaviour. This PDS community is an educational forum where empowered novice teachers articulate their beliefs and analyzed their classroom practices through a process of communal supervision. The function that emerges is conceptualized as multiple mentoring. Concurrently, these preservice teachers question the ways teaching and learning are organized. Fostering 'best' teaching practices, contemplating theory-practice issues, understanding the political and social culture of the schooling context, and building natural interdependencies, provided stimuli for interns to raise their voices and consider multiple perspectives. The emerging evidence illustrates how interns engage multiple classroom mentors as they

make sense of, and shape, their emerging teacher identity and classroom practice.

When incubated in an inquiry-embedded culture of a PDS, formal supervisory practices in a school-university community foster and nurture a process for reversing three negative aspects of socialization to teaching that have in the past defined institutional approaches to teacher learning and preparation: "Figure it out yourself"; "do it all yourself"; and "keep it to yourself" (Darling-Hammond, 1994, p. 8). The reinforcement of teacher isolation greatly reduces teacher learning and opportunities for shared knowledge. Since teaching does not yet have highly developed structures for consultation and collegiality, novices and veterans are left on their own to deal with problems of practice. Asking for advice in teaching is in many instances viewed as a mark of incompetence. "Do it all yourself" is one of the more damaging expectations conveyed to beginners and veterans alike (Darling-Hammond, 1994). Similarly, incentives in teaching create the companion dictum "keep it to yourself." Fuelled by the power of multiple mentoring, shared standards of practice, conjoint construction of 'knowledge of practice' (Cochran-Smith & Lytle, 1999), team planning, co-teaching and inquiring, and collective reflection enhance professional growth.

Conclusion

The notion of a powerful community of multiple mentors involving preservice teachers, school children, classroom teachers, university faculty, administrators, building professionals, and parents may move the premises of cognitive coaching beyond the goals of developing and maintaining a trusting relationship, promoting learning through a coaching relationship and fostering the growth towards both autonomous and interdependent behavior (holonomy)" (Beach & Reinhartz, 2000, p. 143). It furthers the idea that combining the clinical and developmental approaches to supervision meets the teaching preparation needs of PDS interns. Multiple mentoring recognizes the contextual implications for formal supervising and structures a framework for nurturing for the individualized nature of the learning to teach process. It acknowledges the power of infusing the crafted knowledge and practical wisdom of mentors and the needs of preservice teachers to transform (rather than transmit) the practice of teaching (Grimmett, 1998).

The power of multiple mentoring in a Professional Development School community has the potential to achieve deep changes in preservice teachers' and supervisors' thinking and behaviours. Grimmett (1998) argues that an important aim of teacher preparation is "to enculturate student teachers into the practice (as distinct from the profession) of teaching" (p. 253). Further, he characterizes many current efforts to improve teaching as attempts to professionalize the occupation, claiming that this tends to socialize (the transmission of teacher beliefs, knowledge, suppositions, and dispositions through the assimilation of a set of values or practices shared by that group) prospective teachers into the workforce rather than "facilitate their enculturation into the practices of teaching" (p. 253). Although he is not suggesting that the profession is unimportant, he argues for the "prioritization of practice over profession when it comes to the preparation of teachers" (p. 253). "When teachers view themselves as members of a practice," Grimmett believes "they tap into a set of historically derived customs, norms, and principles that can guide them through difficult moments and help them understand that their actions need not be determined by their current situation" (p. 265). The long term exposure for PDS interns to the assisting functions of communal mentoring from individual and teams of classroom teachers, 'supporting, sponsoring, guiding, advising, befriending, and protecting' (O'Hair & Odell, 1994), scaffold

a formative supervisory approach from multiple sources. PDS interns' understanding of the supervision process shifts from exclusive expert and evaluative transmission to collaborative, reciprocal, and communal efforts that are characterized by individualized and interdependent discovery, experienced guidance, and diverse perspectives.

Conversational channels carved in a learning community of multiple classroom mentors in a PDS culture enrich and enhance prospective teachers' thinking. Interns are empowered to earnestly reflect about their instructional and social practices in their classrooms, their beliefs about didactic arrangements, and the cultures of teaching. Formerly such dilemmas were accepted as "the way it is." Now, interns are encouraged to develop context-related alternatives for stimulating student achievement and mentored to assume shared responsibilities for their professional growth. The process of multiple mentoring structures opportunities for interns to individually and collectively think through their beliefs, share ideas, challenge current institutional practices, contemplate theory and practice, identify personal and professional needs, as well as develop inquiry projects in a supportive culture. The PDS community mentors novice teachers to raise questions about their teaching practice. It is an avenue for collaboratively exploring possible alternatives for professional growth. The multiple classroom members continuously seek and share learning, and act upon their individual and collective reflection.

The power of multiple mentoring in a learning community deserves further inquiry. Current research in the PDS collaborative between State College Area School District and Penn State University is examining how the interns' lived experience shape their understanding of the practice and profession of teaching. The findings may extend the research literature in relationship to ways of constructing 'knowledge of practice' (Cochran-Smith & Lytle, 1999) through mentoring in an inquiry-embedded supervisory model of teaching and learning. Further studies need to be directed toward examining the culture of the school-university collaborative and the role of the mentors in this culture. What is the relationship between assessing and assisting preservice teachers? What are alternate configurations of the supervisor/supervisee relationships? What is the relationship between content expertise and supervisory effectiveness? Related to this, what does the supervisory process look like when interns have greater understanding of the curriculum content that their mentors? What is the impact of mentoring of other members of the learning community? How can school and university structures be massaged to support learning communities of multiple mentors? Why do reformers focus on isolation as a key factor for change in teacher education preparation and practice? How do such supervisory restructuring efforts contribute to changes schools and university cultures and professional growth? Lastly, and most importantly, What is the impact of group supervision on student achievement in a PDS community?

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